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Separate but Equal: Will it Work for Professional Honors Programs?

BEATA M. JONES AND PEGGY W. WATSON

TEXAS CHRISTIAN UNIVERSITY

Developing honors opportunities for students in professional schools can be difficult, as noted by, for example, Giazsoni (2007), Bishop and Sittason (2007) and Noble and Dowling (2007) and also as demonstrated by honors program statistics at Texas Christian University (TCU). Despite the difficulty, high-achieving students in professional schools should have the opportunity to benefit from an honors education. According to Bruce (2008), “honors education looks different from other types of education. . . . Honors pushes our comfort zones . . . [and] . . . challenges us to . . . be open to new ideas” (19–29). This paper shows that applying these principles to the design of honors programs in professional schools leads to increased retention rates of professional school students in honors. We advocate honors programs for professional schools that are administered separately from but collaborate closely with university honors programs, enabling their students to graduate with both traditional university honors and professional school honors. The equal importance put on membership in both honors programs affords students the best education and the best university experience.

HONORS ISSUES FOR PROFESSIONAL SCHOOL STUDENTS

Traditionally, many professional schools have not participated enthusiastically in university honors programs because of the differing needs of pre-professional students. These students often choose pragmatic approaches to their university education, enrolling in courses that directly relate to their professions rather than the liberal-arts courses that are the staple of university honors programs’ offerings. Business students often do not complete university honors programs because the curriculum allows for few electives. Low graduation rates of students from professional schools in university honors programs typically result also from limited professional honors course offerings (Noble & Dowling, 2007; Bishop & Sittason, 2007). Another discouraging factor is that department chairs often are reluctant to release faculty from their regular teaching obligations in order to teach in an honors program.

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At Texas Christian University, a private teaching and research university with an undergraduate enrollment of approximately 7,500, the university honors program has traditionally struggled to retain and graduate students in pre-professional programs such as business, dance, engineering, social work, and nursing despite success in graduating students with honors in the liberal arts and sciences. A quick look at some basic historic graduation figures shows the difficulties faced by honors students who select one of the pre-professional majors (see Table 1).

Table 1: Historic Figures—Honors Program Completion at Texas Christian University

Year	Total No. of Students Graduating with Honors	Business	Dance	Engineering	Social Work	Nursing
'06-'07	79	3	0	0	2	2
'07-'08	68	5	0	1	4	0

Although the TCU Honors Program admitted forty-five business freshmen in fall 2004, only five business students graduated with honors in 2008.

THE SOLUTION

We propose a solution to this dilemma that, surprisingly, many schools have not yet embraced, i.e., tailoring university honors program requirements to meet the needs of pre-professional students while still maintaining the overarching honors philosophy of enhanced education, interdisciplinary study, and an emphasis on research and creative thinking. By working within the framework of a university honors program, professional honors programs gain legitimacy. By retooling their requirements to recognize unique professional needs, traditional honors programs can offer the benefit of an honors education to high-achieving students such programs might otherwise exclude.

The recent creation of a “separate but equal” honors program in the Neeley School of Business (number 34 in the *Business Week* ranking of undergraduate business programs) has substantially benefitted the school’s students, affording them all the advantages and challenges of our traditional honors program as well as opportunities unique to their chosen professions. Nineteen business students are projected to graduate with university honors in the 2008/2009 academic year, roughly a quadruple increase from previous years. Of these nineteen students, thirteen have participated in the Neeley Fellows program and six have pursued the traditional route to an honors graduation. This increase in the number of business majors graduating from the TCU Honors Program is directly related to the graduation of the first cohort of Neeley Fellows students (see Table 2).

Table 2: Projected Figures—Honors Program Completion at Texas Christian University

Year	Total No. of Students Graduating with Honors	Business	Dance	Engineering	Social Work	Nursing
'08-'09	89	19	1	3	0	2

COLLABORATION AS KEY

The Neeley Fellows Program is run independently from the TCU Honors Program but with a significant amount of collaboration and emphasis on the importance of both. The close collaboration between the administrators of the TCU Honors Program and the Neeley Fellows Program is one of the key elements to the success of honors at Neeley. The administrators of both programs came to understand that their collaboration would lead to positive outcomes for all concerned. For the Neeley Fellows Program, collaboration with TCU Honors meant formally elevating its curriculum to honors status as well as broadening the target audience to students who were already in the TCU Honors Program and wished also to be Neeley Fellows. For the TCU Honors Program, collaboration with Neeley Fellows meant establishment of an alternative path to honors graduation for students in business, the ability to attract a more diverse group of high-achieving students, and higher retention rates. For students, this collaboration meant more opportunities. The collaboration between the two administrators thus far has involved a number of meetings over a three-year period in order to (1) approve the Neeley curriculum for TCU Honors, (2) make sure that students are satisfying all the requirements of both programs, (3) streamline requirements, and (4) address student issues.

THE TCU HONORS PROGRAM

Founded in 1962, the TCU Honors Program originally sought to attract and support high-achieving students, virtually all of whom majored in the liberal arts. The program was small—the first graduating class of 1966 included fewer than twenty students—and it was common for the director to write personal notes to parents detailing students' progress or lack thereof. At that time, TCU was a mildly selective, regional university that nevertheless played an important part in the local community.

The TCU Honors Program has, of necessity, evolved over the decades, reflecting changes in the university at large. Generally ranked among the top hundred universities in the nation, the university has become more selective, and the TCU Honors Program now recruits students from around the nation and abroad. Among the many dramatic changes in the last decade—besides the inability to share personal information about students with their parents—has

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been the growing interest of high-achieving students in professional programs, particularly in business. Honors students now reflect virtually every major on campus, and students studying engineering, nursing, or ballet now sit in honors classes alongside their peers majoring in religion or philosophy.

Despite these changes, the TCU Honors Program has essentially remained true to its mission, as noted in the current mission statement:

To challenge and support highly motivated students to excel in an enhanced curriculum that emphasizes critical thinking, understanding world cultures, an appreciation for creative activities and the connection of ideas across disciplines.

Although membership in the program currently affords students many out-of-class opportunities—honors housing, multiple programming events involving students and faculty, unique opportunities for study abroad, and extensive advising, among others—the emphasis on the “enhanced curriculum” detailed in the mission statement is still most readily available in the classroom. The specific nature of the enhancements (“critical thinking,” “understanding world cultures,” “the connection of ideas across disciplines”) has determined and structured a large part of the program’s academic requirements.

Regardless of major, honors students complete at least fifteen hours of lower-division honors classes during their first two years; these hours include both required and elective courses. All honors courses satisfy general education requirements, so students normally substitute an honors class for a regular class, particularly in areas of special interest. Within these five courses (fifteen hours), two or three are specified: students may select a three-course interdisciplinary sequence dealing with themes of “purpose, order, and change” or elect a two-course “cultural visions” sequence treating some aspect of world culture. Honors students satisfy the rest of the lower-division hours from a selection of honors electives, including courses as diverse as Biology: Principles of Life Sciences, Microeconomics, and Survey of Musical Theatre.

Upon completion of these lower-division requirements, students with a 3.4 minimum GPA may participate in the upper-division honors curriculum, which also provides options. The majority of students pursue departmental honors in their major, a process that involves independent research courses on both the junior and senior levels. The ultimate goal is completion of an honors thesis, presented publically on campus during Honors Week and ultimately housed in the Special Collections of the Mary Coats Burnett Library. Additionally, students may opt for a more interdisciplinary path referred to as University Honors. These students read extensively and discuss universal themes in a series of four colloquia classes—Nature of Society, Nature of the Universe, Nature of Values, and On Human Nature—taken during the junior and senior years. All students must have a minimum GPA of 3.5 in order to graduate with honors.

THE NEELEY FELLOWS PROGRAM

A three-year program inaugurated in fall 2006, Neeley Fellows now admits close to 70% of new students who are already participating in the university honors program. Each year, thirty rising sophomores are admitted into the program; these students represent between six and seven percent of each freshman class in the Neeley School of Business. The admission process for the program is separate from the TCU Honors Program in order to select students who are going to be the most successful in the business profession. In selecting the students, the program administrators evaluate leadership, community service, communication skills, and work experiences in addition to using standard GPA and SAT criteria. The process is highly competitive, with three applications for every admitted student in the spring of 2008, as demonstrated in the Class Profiles table below (see Table 3).

The students in the Neeley Fellows Program complete a challenging curricular and co-curricular program over their sophomore, junior and senior years as shown in Table 4.

The nine courses in the Neeley Fellows program focus mainly on satisfying Neeley School lower- and upper-division core curriculum requirements to ensure that the program creates no complications for the students' timely graduation in any major. Unlike typical Neeley courses, the Neeley Fellows courses are pitched at an MBA level and focus on development of critical thinking through experiential learning; use of comparative analysis in course exposition; assignment of challenging primary readings; employment of a variety of instructional methods, and rigorous course outcome assessment (see Table 5). All but one of the Neeley Fellows courses carry an honors designation and are taught by exceptional faculty recruited within the Neeley School by the Senior

Table 3: Neeley Fellows Class Profiles

Class Profile	Class of 2009	Class of 2010	Class of 2011
Number of Applicants	75	68	90
Number of Accepted Students	30	30	31
Current Number of Students	27	28	29
Current Number of Women in the Program	14	16	15
Number of Fellows already in the TCU Honors Program	13	21	20
Number of Fellows in Greek Organizations	23	24	24
Average SAT	1270	1310	1320
Average Freshman GPA	3.82	3.84	3.86
Freshman GPA Range	3.5–4.0	3.4–4.0	3.5–4.0

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Associate Dean for Undergraduate Studies and the program director, with cooperation of the department chairs. Classes are limited in enrollment to Neeley Fellows only.

Neeley Fellows can satisfy sophomore-senior requirements of the TCU Honors Program through the Fellows curriculum and graduate with *Interdepartmental Honors in Business*. The Neeley Fellows Program offers an

Table 4: Neeley Fellows Curricular and Co-curricular Programs

Sophomore Year	
Curricular	Co-curricular
<i>Fall</i> ACCT 20153—Financial Accounting (honors) BUSI 10173—Foundations in Business <i>Spring</i> ACCT 20163—Managerial Accounting (honors) BUSI 20153—Ethical Decision Making (honors) MARK 30153—Marketing Management (honors)	Opening Event, Retreat, Lunches with Deans and Executives, Professional Development Seminars, Speakers, Business Tours, Trip to NYC
Junior Year	
Curricular	Co-curricular
<i>Fall</i> MANA 30153—Organizational Management (honors) FINA 30153—Financial Management (honors) <i>Spring</i> MANA 40223—Cross Cultural Management (honors, optional)	Speakers, Business Tours, Lunches with Deans and Executives, Networking Opportunities, Professional Development Seminars, Service-Learning Project, International Trip
Senior Year	
Curricular	Co-curricular
<i>Fall/Spring</i> MANA 40153—Strategic Management (year-long) (honors)	Meetings with Community Mentor, Lunches with Deans and Executives, Business Tours, Networking Events, Senior Retreat

alternative path for fulfilling part of the TCU Honors Program requirements for students in both programs. Honors students enrolled in the Neeley Fellows program and taking Fellows sections of any three of their sophomore year courses (Financial Accounting, Ethical Decision Making, Marketing Management, and Managerial Accounting) fulfill the nine hours of *lower-division* elective honors courses required by the TCU Honors Program. In the freshman year, all honors students select one of the two-course “cultural visions” sequences; there are no required classes for the Neeley Fellows in the freshman year.

Business honors students enrolled in the Neeley Fellows program and taking Fellows sections of Organizational Management and Strategic Management

Table 5: Neeley Fellows Course Expectations

- **Development of Critical Thinking through Experiential Learning**

Faculty present a discipline-specific perspective that helps students to understand how experts in the field see the subject of their investigation. Students utilize critical thinking skills to integrate concepts, theories, and discussions with applied learning experiences in a context of a discipline-specific business problem.

- **Utilization of Comparative Analysis in Course Exposition**

A comparative perspective characterizes daily exposition of material in the Fellows courses, whether the comparison is of cultures, disciplines, theories, societies, historical periods, or methodologies.

- **Assignment of Challenging Readings**

Challenging, more extensive readings that often include primary business sources (data from empirical studies, interviews, journals rather than textbooks, etc.) are used extensively in the teaching of Fellows courses and in the assignment of Fellows projects.

- **Employment of Variety of Instructional Methods**

The Fellows courses are offered in a smaller class size format, to a *cohort of 30 students* and offer a significant amount of personal attention to the students outside of class. The courses exhibit a breath of pedagogical methods including field trips, videos, the Internet, lectures, guest speakers, active-learning exercises, workshops, team projects, case analyses, discussions and cooperative-learning experiences.

- **Rigorous Course Outcome Assessment**

Faculty evaluate students by a variety of means. Faculty members de-emphasize multiple choice tests and utilize written assignments and exams. The evaluation of presentation and communication skills and experiential components of courses is utilized in each course, as appropriate. Peer evaluations are used in courses, where appropriate.

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fulfill the upper-division requirements of the TCU Honors Program for Interdepartmental Honors in Business. A Fellows section of Organizational Management satisfies the junior seminar requirement. The capstone Strategic Management course offered over a fall and spring of the senior year satisfies the Senior Honors Project requirement. The course involves extensive research and leads to a senior thesis. Only the business honors students completing the Neeley Fellows program are eligible for TCU *Interdepartmental Honors in Business*. The Neeley Fellows who are not a part of the TCU Honors Program are only eligible for Neeley Fellows distinctions upon graduation.

The Neeley Fellows Program designs its academic requirements to attract any business school major, aiming to prepare highly-sought graduates who excel beyond the classroom and in their professional lives and communities. The program works for the most part within the structure of the TCU Honors Program, offering more than just an academic, credit-based education, as outlined below.

Similar to many MBA programs, the Neeley Fellows Professional Development Program extends beyond coursework and the classroom to assist students in developing the soft skills needed to be successful in the job market and in their professions. Through self-discovery and self-development, students acquire professional skills and develop personally in ways that allow them to realize their full potential. Neeley Fellows complete assessments, attend workshops, write reflective essays, take tours, attend events, and develop a Transformational Development Portfolio. The Professional Development Program helps Neeley Fellows develop effective skills in areas essential for any business school graduate: Career-Management, Communications, and Global Ethical Leadership. For a detailed description of all the activities completed in the different competency areas, please see Appendix A.

THE NEELEY FELLOWS PROGRAM DEVELOPMENT

While the Neeley Fellows Program supports an honors path for business school students, it also furthers the school's mission and exemplifies the key characteristics of a Neeley School education. The mission of the Neeley School of Business is to “develop ethical leaders with a global perspective who help shape the business environment.” The mission of the Neeley Fellows Program is to “educate and develop individuals of extraordinary potential with curricular and co-curricular experiential learning opportunities to effect change in the global business community.” The program also exemplifies the characteristics and goals that define a Neeley education—“Personal, Connected and Real”—thus creating a unique honors experience for the admitted students. The objective of this program is to help students achieve the following:

- *Personal:*
 - Professional Self-Awareness and Development

- *Connected:*
 - Key Associations with Business Leaders and Neeley Alumni
 - Lifelong Relationships with Neeley Fellows Colleagues
- *Real:*
 - Familiarity of the Business World Beyond the Classroom
 - In-Depth Understanding of the U.S. Economy
 - Significant Contribution to Business and Society
 - Global Outlook and Experience

All students complete numerous activities in support of these goals, as presented in Table 6.

BEST PRACTICES IN HONORS

Traditional university honors programs typically focus on:

- Multidisciplinary perspectives
- Critical thinking skills
- Comparative analysis and primary sources
- Research
- Rigorous, in-depth treatment and enrichment in coursework

Recent volumes of *Honors in Practice* have identified the following best practices and future trends in honors teaching and learning:

- Hands-on, interactive, collaborative, project-based learning, designed around real-world problems (Otero, 2008)
- International and intra-national education, internships, service learning, extramural evaluation of student work, joint theses (Scott & Frana, 2008; Cobane and Strode, 2008; Levy 2008)
- Developmental advising (Klein et al., 2007)
- Community building (Roberts and Salmon, 2008)
- Student associations (Cobane and Thurman, 2007)
- Experiential learning (Braid, 2008)
- Mentoring (Vila, 2008)
- Thesis/capstone research (Lacey, 2008)
- Strong focus on communication skills, both oral and written
- Leadership skills
- Partnerships with industry

TCU's Neeley Fellows Program incorporates all of these traditional best practices and also satisfies all the Characteristics of a Fully Developed Honors Program except for providing special facilities to the honors students; this last requirement is satisfied through the TCU Honors Program.

THE VALUE OF SEPARATE PROGRAMS

There are many advantages to running Neeley Fellows as a separate program from the TCU Honors Program. Through a small, cohort-based program, we can provide a small-school experience for high-achieving students with all the amenities of the larger university, building a tight community of committed alumni. Through a separate admission process, we can select students who

Table 6: Highlights of the Neeley Fellows Co-curricular Professional Development Program

<i>Personal</i>	<i>Connected: Networking</i>	<i>Real: Experiential Learning</i>
Self-Assessments: MBTI, StrengthQuest, CareerLeader	Lunches/Breakfasts with executives	Class projects within companies
Peer-assessments	Events with alumni	Corporate visits to local companies including BNSF, PricewaterhouseCoopers, Lockheed Martin, American Airlines, Buxton, Ernst & Young, etc.
Individual Transformational Development Plan and portfolio	Lunches with the deans	Travel to NYC for corporate visits during spring break of the sophomore year
Career counseling and academic advising	Career chats with faculty and upper classmen	Study abroad in Santiago Chile through Cross-Cultural Management class in the Junior year
Communications skills coaching—from presentations, through listening skills, through writing skills—offered via our Center for Professional Communications and TCU Writing Center	Program pitches to recruiters through student organization	Internships
Workshops	Corporate mentoring program for seniors	Leadership in student organizations
Retreats	Peer mentoring	Year-long service-learning projects with local non-profit agencies during the Junior year
	Social events	Capstone senior Strategic Management class involving industry research and field study at a publically traded corporation that leads to honors thesis
	Participation in career events on-campus	

show the most promise of success in the program and who are willing to embrace its values, which are somewhat different from the TCU Honors Program. (For a Neeley Fellows statement of values, please see Appendix B.)

We have the ability to tailor our programs and challenge the top students in the business school based on their educational needs. With only thirty students in each cohort and ninety students maximum in the program at any one time, we can provide more enriched education with a smaller budget than the university program. Given that Neeley Fellows is not a scholarship program but rather a developmental program (for instance, we heavily subsidize our students' travel to New York City and Santiago, Chile, and we underwrite all assessment costs and costs of networking events), the program is more viable with ninety students than it would be with the 600–800 students of the TCU Honors Program.

THE IMPORTANCE OF HAVING STUDENTS IN BOTH PROGRAMS

One of the features that tie together the two honors programs is the requirement that all students complete a two-semester sequence of “cultural visions” courses as part of their lower-division honors work. These interdisciplinary courses have been an integral component of the TCU Honors Program for over ten years, linking it to the university mission “to educate individuals to think and act as ethical leaders and responsible citizens in the global community.” Thus all students graduating with honors, including those who participate in Neeley Fellows, have some understanding of world culture. Students may select special history/culture courses on Europe, Latin America, Asia, or Africa and the African Diaspora, or they may choose to view cultures through a specific lens, such as the honors sequence on Literature and Civilization or U.S. Cultural Memory.

A significant event for TCU this past year has been the endowment of the TCU's new honors college, slated to open in fall 2009. The main focus of this new college will be increased opportunities for students, including world-class facilities, living and learning communities, a debate chamber, and multiple possibilities for interdisciplinary study and study abroad. Students in TCU's John V. Roach Honors College will also have access to increased scholarship support, early registration, multiple honors-specific co-curricular activities, and an honors college diploma. With the Neeley Fellows Program as a model, we hope that all students will benefit from these opportunities rather than just those in the liberal arts who have traditionally reaped the benefits of an enhanced honors education.

CHALLENGES FOR THE PROGRAM

New programs at a university always face challenges. The two key challenges that we have experienced are the initial implementation of the program within the TCU Honors Program and the admission process into the program.

In the initial implementation of the program, the TCU Honors Program was especially concerned that Neeley Fellows students meet the same requirements as other honors students. As we have seen, students must achieve a 3.50 minimum GPA upon graduation, take at least fifteen hours of honors-designated lower-division courses, and complete either an undergraduate thesis or a series of interdisciplinary upper-division colloquia. In seeking approval from the TCU Honors Faculty Advisory Board for the Neeley Fellows Program, the program had to show it met all these requirements. The honors designation attached to business courses also needed to indicate—and now does—that these courses satisfy most or all of the characteristics of any honors course on campus, including a smaller class size, a discussion-based curriculum, and the use of primary sources or case studies rather than a traditional textbook. Since the Faculty Advisory Board of the TCU Honors Program consisted heavily of non-professional school members, the program had to demonstrate that a professional school curriculum could satisfy the TCU Honors Program course requirements. A spirited debate commenced over the role of professional honors courses in the traditionally liberal arts honors program.

The admission process of the program continues to be a challenge. Of particular importance to the program is selecting candidates with a strong academic background who are also willing to commit to the significant out-of-class requirements. Each year, we select a student with a somewhat lower GPA than others, based on his or her outstanding leadership and community involvement, and that student struggles somewhat in the program academically. In addition, we may select a couple of students who have a really strong academic background but who are not willing to rise up to their leadership potential. We have also lost at least one student each year during his or her first semester in the program based on a decision to pursue a non-business major. Students who leave the program are not replaced. This policy leads to disappointment among some of the program applicants who were not selected. Fine-tuning the Neeley Fellows selection process in the coming years will continue to be a priority for the program.

RESULTS FOR THE NEELEY FELLOWS CLASS OF 2009

The results for the Neeley Fellows Class of 2009 look promising. The class is a small community of twenty-seven multitalented, intellectually curious, well-rounded honors students who are often best friends with each other. In a broad sense, the community also includes ten of the Neeley faculty dedicated to making a difference in their students' lives, eight or more professional staff members who provide professional development and guidance to the students as a part of their daily routine, and, increasingly, a number of companies willing to provide experiential learning opportunities to the students in order to have access to the program alumni. It is a program where the quality of graduates takes precedence over the quantity. Nevertheless, the quantitative results for the program look promising, as indicated below.

- 90% of Neeley Fellows admitted in 2006 will be graduating from the program in the Class of 2009.
- 87% of the originally admitted university honors students will receive not only Neeley Fellows medallions but also Interdepartmental Honors in Business (the TCU Honors Program designation) and honors recognition on their diplomas upon graduation.
- 100% of students in the program participated in research.
- 100% participated in service-learning projects.
- 100% had at least one professional internship before graduation.
- 93% participated in a study abroad experience.
- 89% had leadership roles in student organizations on campus.
- 56% had full-time offers by the end of fall semester of their senior year.
- 30% plan to attend graduate school in the fall following their senior year.
- Most of the Fellows have received recognition on and off campus for their academic and leadership achievements, such as Mortar Board, Beta Gamma Sigma, academic scholarships and awards, and leadership awards.
- Average overall student satisfaction with the program over the first two years, based on anonymous program evaluations, was 3.42 out of 4.

As we aim for the goal of 100% inclusion of Neeley Fellows in the TCU Honors College, the honors graduation figures will increase. We believe, conversely, that there will continue to be some high-achieving students who major in business and graduate with honors without entering the Neeley Fellows program. These students either will choose not to apply or will not be selected for Neeley Fellows for non-academic reasons. We will continue to allow this two-pronged approach to honors in order to attract as wide a variety as possible of high-achieving students.

Below are some of the top reasons that the Neeley Fellows have shared with us anonymously about their experiences and the key attractions of the program:

- Taking classes with other highly motivated students
- Taking classes with top professors
- Making a difference in the community
- Taking advantage of subsidized travel opportunities
- Earning distinction upon graduation
- Satisfying most of the TCU Honors Program requirements through the Neeley Fellows Program

CONCLUSION

Given our preliminary results from the first class of the Neeley Fellows, we believe that we have found a viable solution to enhance retention rates of honors students in professional schools. Our “separate but equal” approach delivers the intellectual rigor of the traditional university honors experience, satisfies the unique demands of the professional school education, and implements the

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best practices in honors that have recently been advocated in professional literature.

As is true of many new programs, Neeley Fellows continues to evolve. Every year, as we learn from experience, we fine-tune our processes and offer better opportunities to our students. This year, for example, we plan to add an in-person component to our admission process to have better evaluation of candidates for the program. As we extend our discussion of the business honors program into the academic community and the business community, we find more opportunities for expanding our professional development program and our course offerings.

Benefitting students has been the driving force in the creation of the Neeley Fellows Program and in linking this specialized program to the larger TCU Honors Program. If we design and implement a program that offers students a wide range of enriching activities, broadens their horizons, and strengthens their skills, we will know we have succeeded. We strive to select the most appropriate students who are able to benefit from the program and add value to their education; we then guide them to become graduates who are highly sought after in graduate school or professional life. As an additional benefit, we build ranks of successful alumni, enhancing the reputation of our professional school and our university in the larger community.

Honors communities in professional schools would greatly benefit from the creation of an "Honors in Professional Schools" track at the National Collegiate Honors Conference. Examples of similar honors programs in professional schools can be found at the University of Cincinnati, Fordham University, Baylor University, Southern Methodist University, and Texas A&M University, among many others. We hope to facilitate an exchange of information between colleagues implementing the "separate but equal" honors philosophy.

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APPENDIX A

NEELEY FELLOWS PROGRAM COMPETENCIES AND ACTIVITIES

CAREER MANAGEMENT			
Competency	Sophomore	Junior	Senior
Self-knowledge	<ul style="list-style-type: none"> • StrengthQuest (B & CPC) • CareerLeader (B & CPC & ACC) • MBTI (ACC & CPC) 	<ul style="list-style-type: none"> • Coaching (NSRC) • 360 Peer Feedback 	<ul style="list-style-type: none"> • Coaching (NSRC) • 360 Peer Feedback
Written Communications/ Documentation	<ul style="list-style-type: none"> • Resume (B & CPC) • Cover Letters (B & CPC) • Thank You Notes (B & CPC) • Letter of Resignation (B & CPC) 		
Search resources	<ul style="list-style-type: none"> • FrogJob Workshop (ACC) • Resume Posting (ACC) 		
Interviewing	<ul style="list-style-type: none"> • Elevator speech (B) • Interviewing skills (B & CPC) • Mock Interviews (B & ACC & CPC) • Career Expo (ACC) • Etiquette Dinner (B) 	<ul style="list-style-type: none"> • Stress Interview (CPC) • Mock Interviews (UCS) • CareerExpo (ACC) 	<ul style="list-style-type: none"> • Mock Interviews (UCS) • CareerExpo (ACC)

CAREER MANAGEMENT			
Competency	Sophomore	Junior	Senior
Networking	<ul style="list-style-type: none"> • NFSO • Sophomore Retreat • Professional Association Membership • Corporate Visits • Targeted Networking Events (UCS) • Family Week • Networking Lunches (B) • Lunches with Deans • Neeley Speaker Series • Career Chats • Alumni events 	<ul style="list-style-type: none"> • NFSO • Informational Interviewing • Professional Association Membership • SHRM Membership • Corporate Visits • Family Week • Lunches with Deans • Networking Lunches • Neeley Speaker Series • Career Chats • Alumni events • Targeted Networking Events (UCS) 	<ul style="list-style-type: none"> • NFSO • Senior Farewell Dinner & Retreat • Family Week • Senior Conference (ACC) • Corporate Mentors • Professional Association Membership • Corporate Visits • Lunches with Deans • Networking Lunches • Neeley Speaker Series • Alumni Events Targeted Networking Events (UCS)
Relevant Work Experiences	<ul style="list-style-type: none"> • How to Generate Your Own Internship (ACC WS) 	<ul style="list-style-type: none"> • Service-Learning Project • Internship (ACC) 	<ul style="list-style-type: none"> • Corporate Venturing Business Plan (S)
Financial Aspects and Survival Tips		<ul style="list-style-type: none"> • Pay Negotiations (WS) 	<ul style="list-style-type: none"> • Getting F/T Jobs (WS) • Graduate Schools
Time Management	<ul style="list-style-type: none"> • Planning for Academic Success—Managing Your Time (CAS WS) 		<ul style="list-style-type: none"> • Senior Conference (ACC)

SEPARATE BUT EQUAL

CAREER MANAGEMENT			
Competency	Sophomore	Junior	Senior
Stress Management	<ul style="list-style-type: none"> Managing Anxiety (CAS WS) 		<ul style="list-style-type: none"> Senior Conference (ACC)
BASIC COMMUNICATION SKILLS			
Competency	Sophomore	Junior	Senior
Oral Communication	<ul style="list-style-type: none"> Speech Habits Assessment (CPC) 	<ul style="list-style-type: none"> Listening Styles Profile & Debrief (CPC WS) Communicating Clearly (O) Communicating Confidently—Being Assertive (CPC WS) 	
Written Communication	<ul style="list-style-type: none"> Writing Analysis and Feedback (B, E & WC) Electronic Communication at work (B & CPC) 	<ul style="list-style-type: none"> Reflection Paper—Analysis and Feedback (O & WC) 	<ul style="list-style-type: none"> Research Report—Analysis and Feedback (S & WC)
Presentation Skills	<ul style="list-style-type: none"> Coaching (B, M & CPC) Effective Team Presentations (B & CPC) 	<ul style="list-style-type: none"> Coaching (O & CPC) Presentation Style Assessment (CPC) 	<ul style="list-style-type: none"> Coaching (S & CPC)
INTERPERSONAL AND GROUP COMMUNICATION SKILLS			
Competency	Sophomore	Junior	Senior
Networking	<ul style="list-style-type: none"> Breaking the Ice—Social Skills (B & CPC WS) 		

INTERPERSONAL AND GROUP COMMUNICATION SKILLS			
Competency	Sophomore	Junior	Senior
Teamwork		<ul style="list-style-type: none"> • High Performing Teams & Communication Strategies for Managing Difficult Team Members (O &CPC WS) • Influencing without authority (CPC WS) • Feedforward (CPC WS) • Stages of Team Development (CPC WS) 	<ul style="list-style-type: none"> • Critical Communication Incident (CPC)
Negotiations		<ul style="list-style-type: none"> • Team Negotiations—How Much Can You Win? (O) 	<ul style="list-style-type: none"> • Senior Conference (ACC)
Conflict Resolution		<ul style="list-style-type: none"> • Resolving Conflicts at Work (O & CPC WS) 	
Time Management		<ul style="list-style-type: none"> • Conducting Successful Meetings (CPC WS) 	
GLOBAL ETHICAL LEADERSHIP			
Competency	Sophomore	Junior	Senior
Citizenship		<ul style="list-style-type: none"> • NFSO Little • Service-Learning Project 	<ul style="list-style-type: none"> • NFSO Little

SEPARATE BUT EQUAL

GLOBAL ETHICAL LEADERSHIP			
Competency	Sophomore	Junior	Senior
Citizenship		<ul style="list-style-type: none"> Community Action and Responsible Citizenship (LC class) 	
Creativity	<ul style="list-style-type: none"> DeBono Six Hats (M & CPC WS) 		
Critical Thinking	<ul style="list-style-type: none"> In Financial Accounting (A) In Managerial Accounting (AA) In Marketing Management (M) 	<ul style="list-style-type: none"> In Organizational Management (O) In Financial Management (F) 	<ul style="list-style-type: none"> In Strategic Management (S)
Ethical Perspective	<ul style="list-style-type: none"> Ethical Business Decision Making (E) 		
Global Perspective	<ul style="list-style-type: none"> International trip (C) International Business Class (C) 	<ul style="list-style-type: none"> New York Trip International Week (ISO) Leadership in London (NGLP) 	<ul style="list-style-type: none"> Global Leadership (LC class)
Diversity Perspective	<ul style="list-style-type: none"> Diversity Activities (B) 	<ul style="list-style-type: none"> Intercultural Event He Says, She Says (LC class) 	
Leadership	<ul style="list-style-type: none"> TCU Leadership Institute Dinner (LC) Leadership Week (NGLP) Leadership in the Lounge (LC) Leadership Role in an Organization 	<ul style="list-style-type: none"> Leadership Week (NGLP) Social Change Model of Leadership (LC) Service-Learning Project Leadership in the Lounge (LC) 	<ul style="list-style-type: none"> Leadership Week (NGLP) Leadership in the Lounge (LC) Leadership Role in an Organization TCU Leadership Institute Dinner (LC)

GLOBAL ETHICAL LEADERSHIP			
Competency	Sophomore	Junior	Senior
Leadership	<ul style="list-style-type: none"> • Foundations in Leadership (LC class) 	<ul style="list-style-type: none"> • Leadership Role in an Organization • TCU Leadership Institute Dinner (LC) 	

LEGEND

■ = Required

■ = Optional—Recommended

■ = Optional—Available

WS = (workshop)

Classes

- A — Financial Accounting
- AA — Managerial Accounting
- B — Foundations in Business
- C — Cross-Cultural Management
- E — Ethical Decision Making
- F — Financial Management
- M — Marketing Management
- O — Organizational Management
- S — Strategic Management

TCU Unit Offering the Activity

- ACC — Alcon Career Center
- CAS — Center for Academic Services
- CPC — Center for Professional Communications
- LC — TCU Leadership Center
- NFSO — Neeley Fellows Student Organization
- NGLP — Next Generation Leadership Program
- NSRC — Neeley Student Resource Center
- WC — Writing Center

APPENDIX B

NEELEY FELLOWS STATEMENT OF VALUES

The Neeley Fellows Program Statement of Values is meant to guide the actions of the program members. Students will demonstrate these values in their decision making, personal behaviors, and interactions.

As Neeley Fellows of Texas Christian University, we commit ourselves to the pursuit of excellence and achievement in all endeavors with the highest degree of professionalism and integrity.

We believe our responsibility within the *Neeley Fellows Program* is to:

- Develop a culture committed to both professional and personal growth
- Promote teamwork in an active learning environment
- Foster personal relationships and mutual support, both today as students and in the future as professionals

We believe our responsibility within *Texas Christian University* is to balance academics and campus involvement.

We believe that our responsibility to the *Professional Communities* in which we work is to become ethical leaders with a global perspective and a commitment to enact positive change.

We believe our responsibility within the *Greater Community* in which we live is to devote our time and talents to serving the community.